Assessment Director's Meeting
September 29, 2011
9:00-11:00

CBT, UTIPS Core, CRT/CBT/DWA Training

Julie Quinn

Data & Delivery Coordinator

julie.quinn@schools.utah.gov

CBT Update

CRTs (Measured Progress)

- Trimester/Semester Logins Sent
- Spring 2012 Technical Specifications
- LEA Configuration Survey
- Onsite QA

DWA (Measurement Inc.)

- Spring 2012 Technical Specifications

Training Schedule

Combined CBT, DWA, and CRT Training

- December and January
  - New Staff and Returning Staff Sessions
  - Register via OnTrack
  - Details to be sent via Assessment Memo

UTIPS Core

  - Updates to be provided via Assessment Memo

DIBELS/UALPA Updates

Kurt Farnsworth
Elementary ELA, DIBELS, & UALPA Specialist
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Mid-Year Benchmark Assessment
Utah Code 53A-1-606.6

Requirements

DIBELS Next
MOY DORF is Required

*By Board Rule, every student in Grades 1, 2, and 3 will be given the DIBELS Next Middle of Year (MOY) DIBELS Oral Reading Fluency (DORF) Benchmark Assessment.

Students are to be assessed in January (no sooner than after Winter Break and no later than January 31st).
Year round schools are to administer the test as close to school day 90 as possible.

• LEAs must submit required data to USOE by February 28th.

• LEAs must complete the required fields in their student information system for the Clearinghouse report due in July.

See http://www.schools.utah.gov/assessment/Benchmark-Reading-Assessment/SB150_Guidelines-pdf.aspx

For additional reporting information.

3rd grade EOY Benchmark Testing

- RFI is out
- USOE hopes to use a sub-set of CRTs to determine on grade level.

DIBELS Next Materials

Materials can be found on the:

Assessment website:
http://www.schools.utah.gov/assessment/Benchmark-Reading-Assessment.aspx

- Assessment Manual
- Scoring Guides

DIBELS Passages:

- DMG website: https://dibels.org/next/index.php
- Testing website: https://cs.schools.utah.gov/assessment
  - Under misc doc

Use the following reading passages G1-G3 2.1-2.3

- G1-G3=Grade Level
- 2=Mid-Year Assessment
- .1,.2.3= the three reading passages

Training

Testers:

- LEAs are responsible to provide DIBELS testers for their own testing.

DIBELS Mentors (Trainers of Testers):

- Mentors are available to all state LEAs. For a list of Mentors available to you, please contact Jennifer Monroy. jennifer.monroy@schools.utah.gov or 801-538-7702.

- Online Training is available from Dynamic Measurement Group for a fee. http://dibels.org/onlinetraining.php

UALPA

ELL Exit Criteria/ Fluent Determination

- A student in grade K-12 exits ELL Title III services if the student meets the following requirements:
    - The student is designated by the LEA as an ELL student
    - The UALPA proficiency is Level 5 (Bridging)

- The uniform exit date is June 30 for the school year in which the student is determined at Level 5 (Bridging)

- The student is marked as Fluent (F) in the SIS system and is then monitored for two years.

UALPA

Test Document Submission Survey

- Please take the following survey located at https://www.surveymonkey.com/s/UALPAsubmissiondate by Wednesday, Sept. 21.

- There are 2 submission dates this year; March 1st, and/or May 6th.

- LEAs may submit documents by either or both dates.

UALPA

Materials Ordering

PLEASE DESTROY ALL OLD UALPA DOCUMENTS!

- For the 2011-2012 administration, there is only a single form per level and grade span of the UALPA.
- These forms will be delivered directly to your LEA.
- Submit orders (via UTOS) between Oct. 20 – Nov. 5, 2011
- Contact Dan Anthony with questions dan.anthony@schools.utah.gov
- *Remember, there will be a different form (for level 2) in 2012-13 administration. To be delivered during the 2012-13 school year.*

UALPA

- **UALPA Training**
  - Trainer of Trainers live workshop for new trainers will be held Nov. 9 from 8:30-12:00. Hilda B Jones Center, Heritage Room.
  - Trainer of trainers Wimba/Adobe Connect training to recertify trainers will be held Nov. 15 from 8:30-12:00.
  - Training for existing testers will be provided on-line, in the same manner as last year. (more details to follow)

Grading Schools
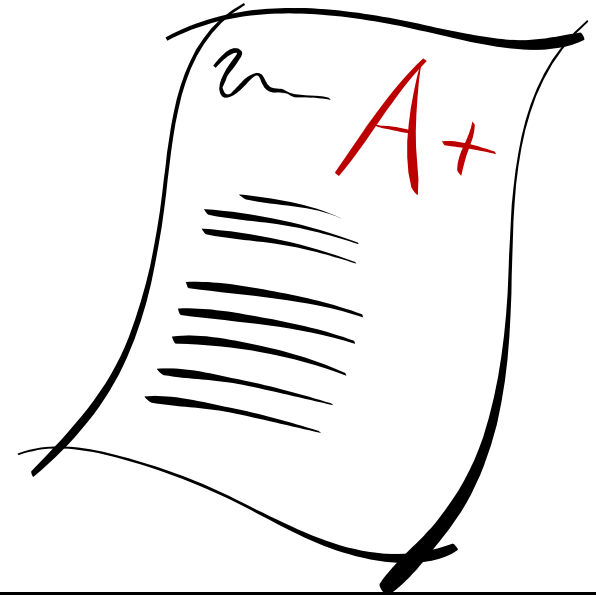
September 21, 2011

Judy W. Park, Ed.D.
Associate Superintendent
Utah State Office of Education

What does a school look like?

A C F B D

15

53A-1-1101 - 1113

- Each school receive a grade
  - A, B, C, D, or F
- Proficiency
  - CRTs/adaptive test in language arts, math, science
  - Direct Writing Assessment
- Learning Gains (growth)
  - CRTs/adaptive test in language arts, math, science
- High School
  - Graduation Rate/College and Career Readiness

Participation

- Stakeholder Group – 32 members
  - Senator Niederhauser

- Policy Advisory Committee

- Technical Advisory Committee

- Center for Assessment
  - National Assessment & Accountability Expertise
  - Consultation in 30 states

Principles

- Meeting standards (proficiency) and improving academic achievement (growth) are BOTH valued.

- All schools, including those that serve traditionally low performing students, should have an opportunity to demonstrate success.

- The system should include strong incentives for schools to improve achievement for the lowest performing students.

- Growth expectations for non-proficient students should be linked to attaining proficiency.

- Growth expectations for all students, including students above proficiency, should be appropriately challenging and meaningful.

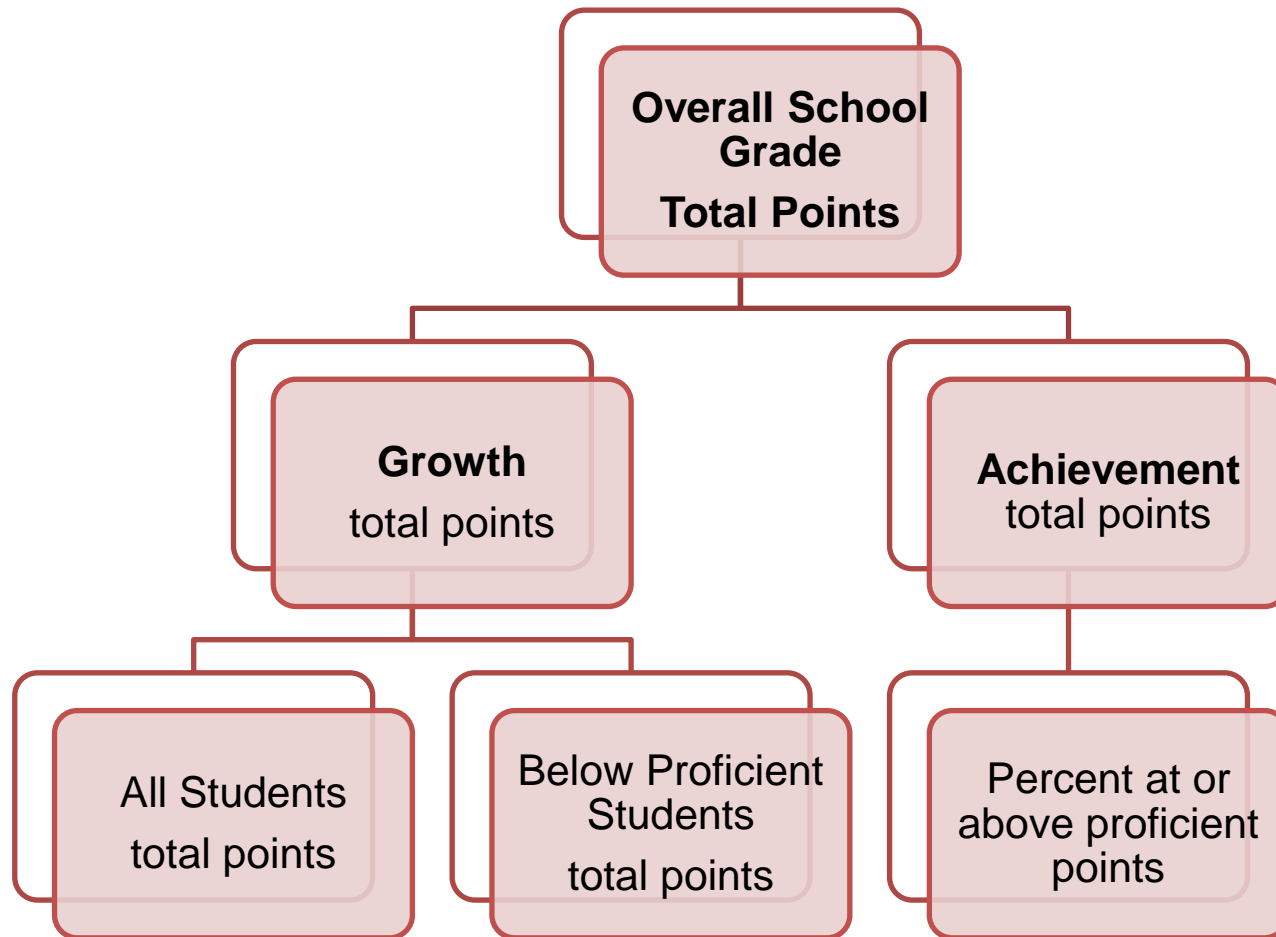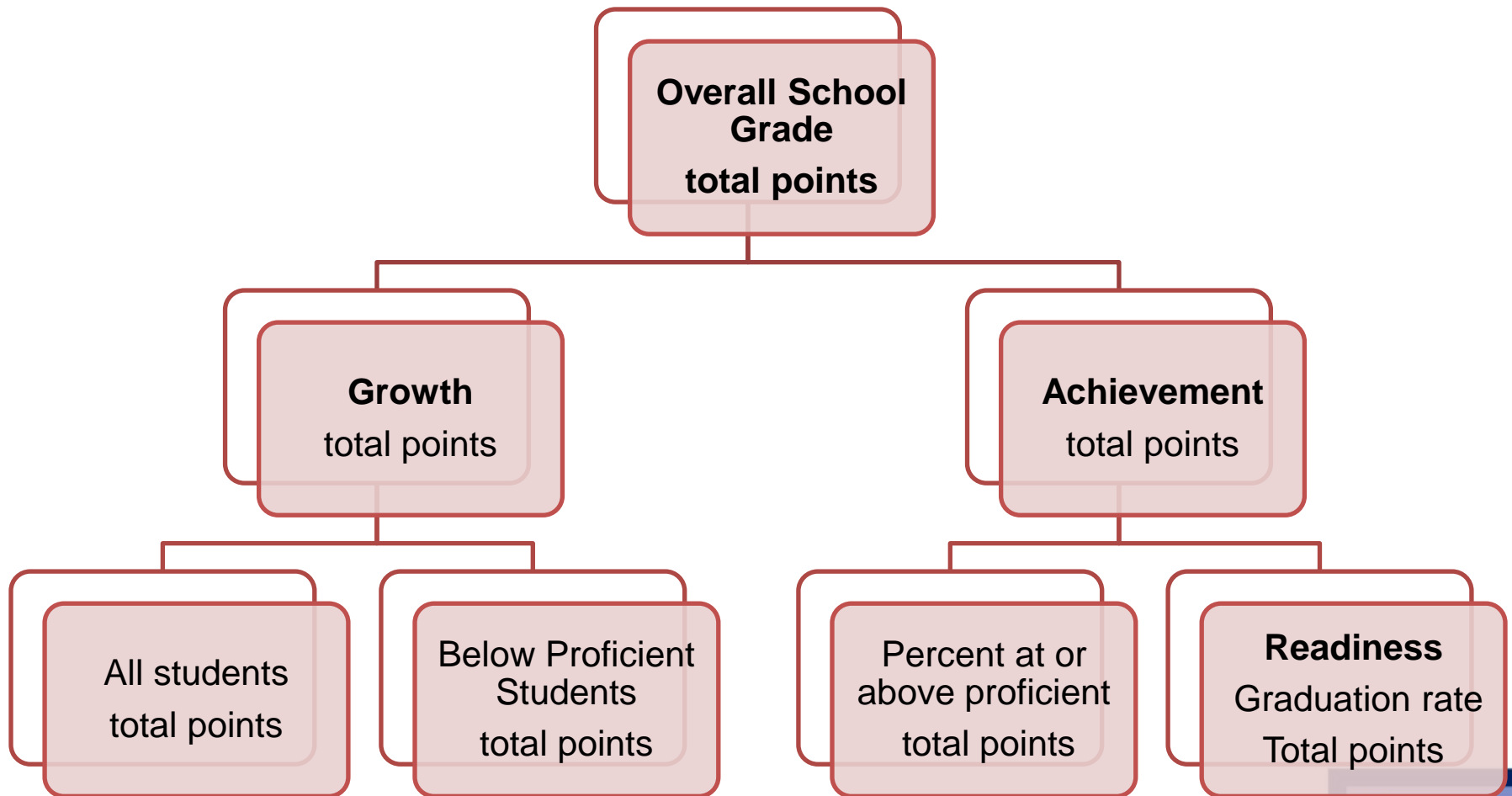# Diagram of Point Structure for Elementary and Middle Schools

Overall School Grade

Total Points

Growth total points

Achievement total points

All Students total points

Below Proficient Students total points

Percent at or above proficient points

Diagram of Point Structure for HS

Overall School Grade
total points

Growth
total points

Achievement
total points

All students
total points

Below Proficient Students
total points

Percent at or above proficient
total points

Readiness
Graduation rate
Total points

Proficiency

- Proficiency based on
  - CRTs/adaptive tests
  - DWA
- CRTs/adaptive tests weighted equally

   (same points possible awarded to each content area)

- DWAs calculated as half points of one CRT

College & Career Readiness

- Graduation Rate + Completers
  - New Federal Rate
  - UAA
  - GED
- Future
  - ACT

Growth compared to peers

Student Growth Percentile (SGP)

- Developed by The Center for Assessment
- "Colorado Growth Model"
- Nevada, Indiana, Virginia, West Virginia, New York
- Investigating
  - Hawaii, Idaho, Georgia, Wyoming

Relationship between Status and Growth
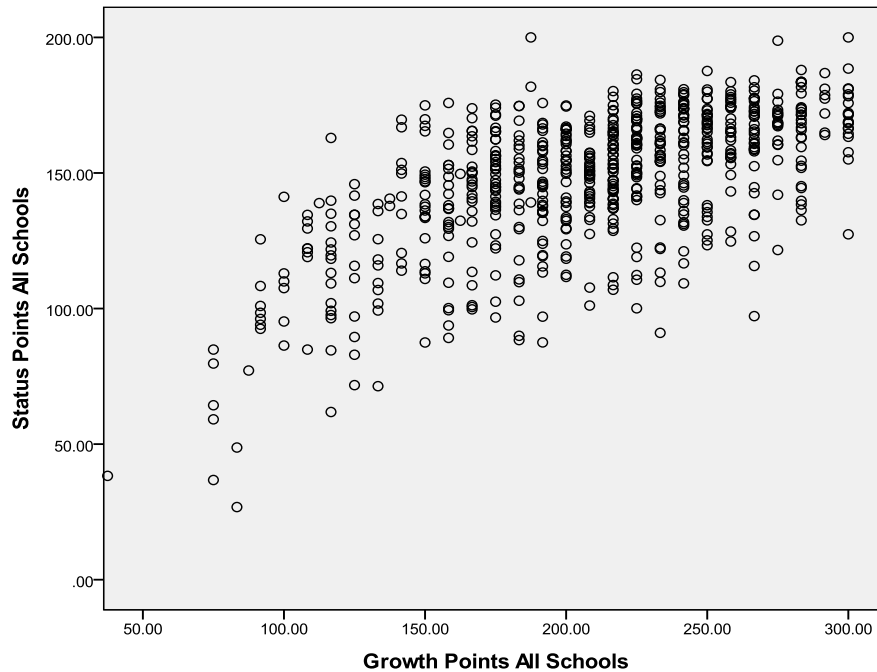

Proposed Framework
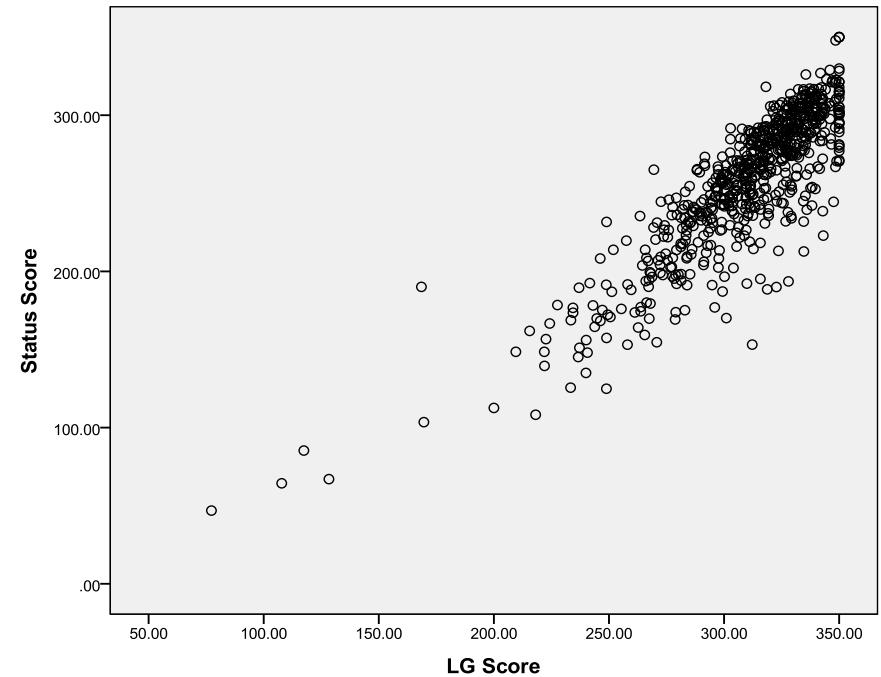
SB 59 Framework

Student Growth Percentile (SGP)

- Compute an SGP for each year a student has an assessment scale score
  - Identify a student scale score for all past years where a score exists for that student
  - Determine the peer group (all students in the state with the "same" scale scores for all of the same years) for each student
- Determine how performance in the current year compares with that of the student's peer group to produce a growth percentile
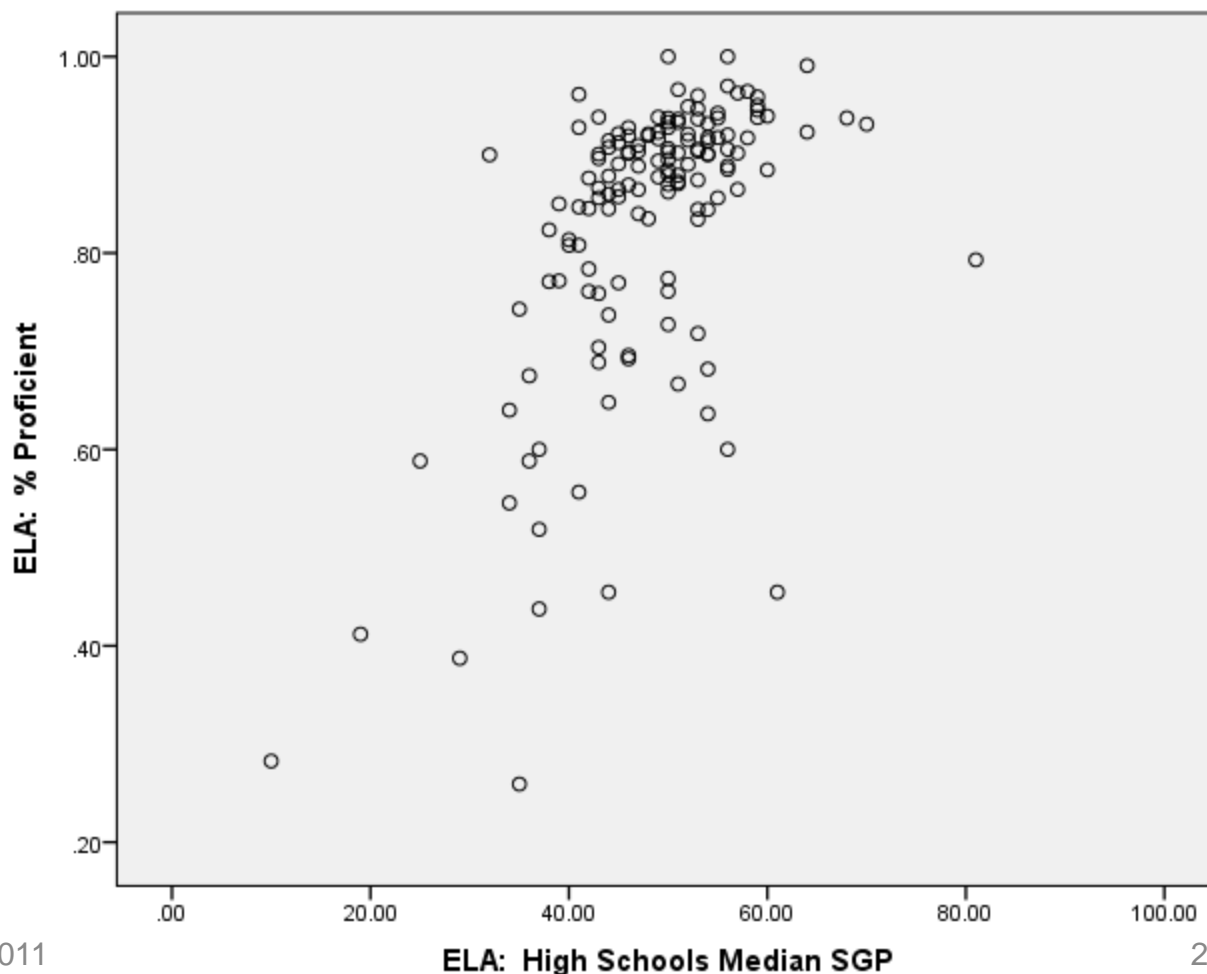
Student Growth Percentile
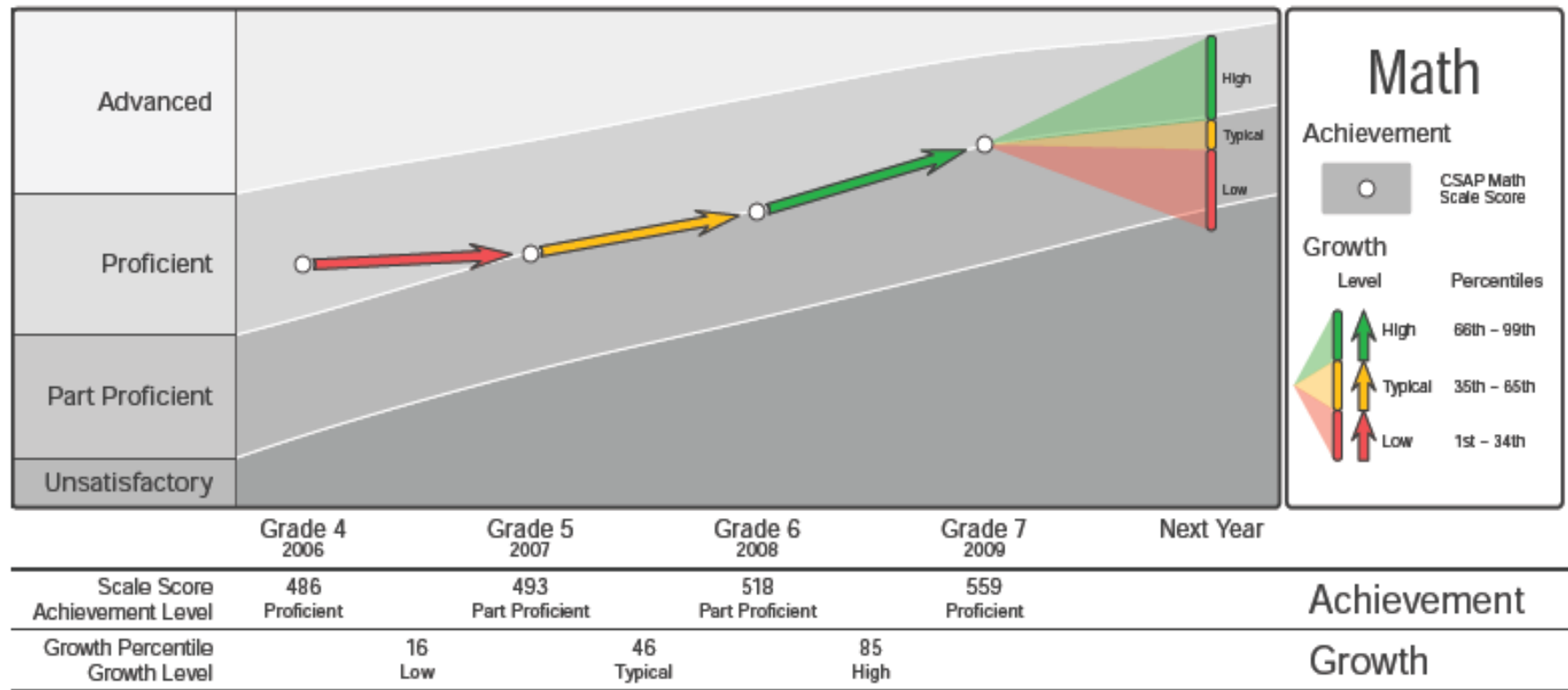
Student Growth Percentile

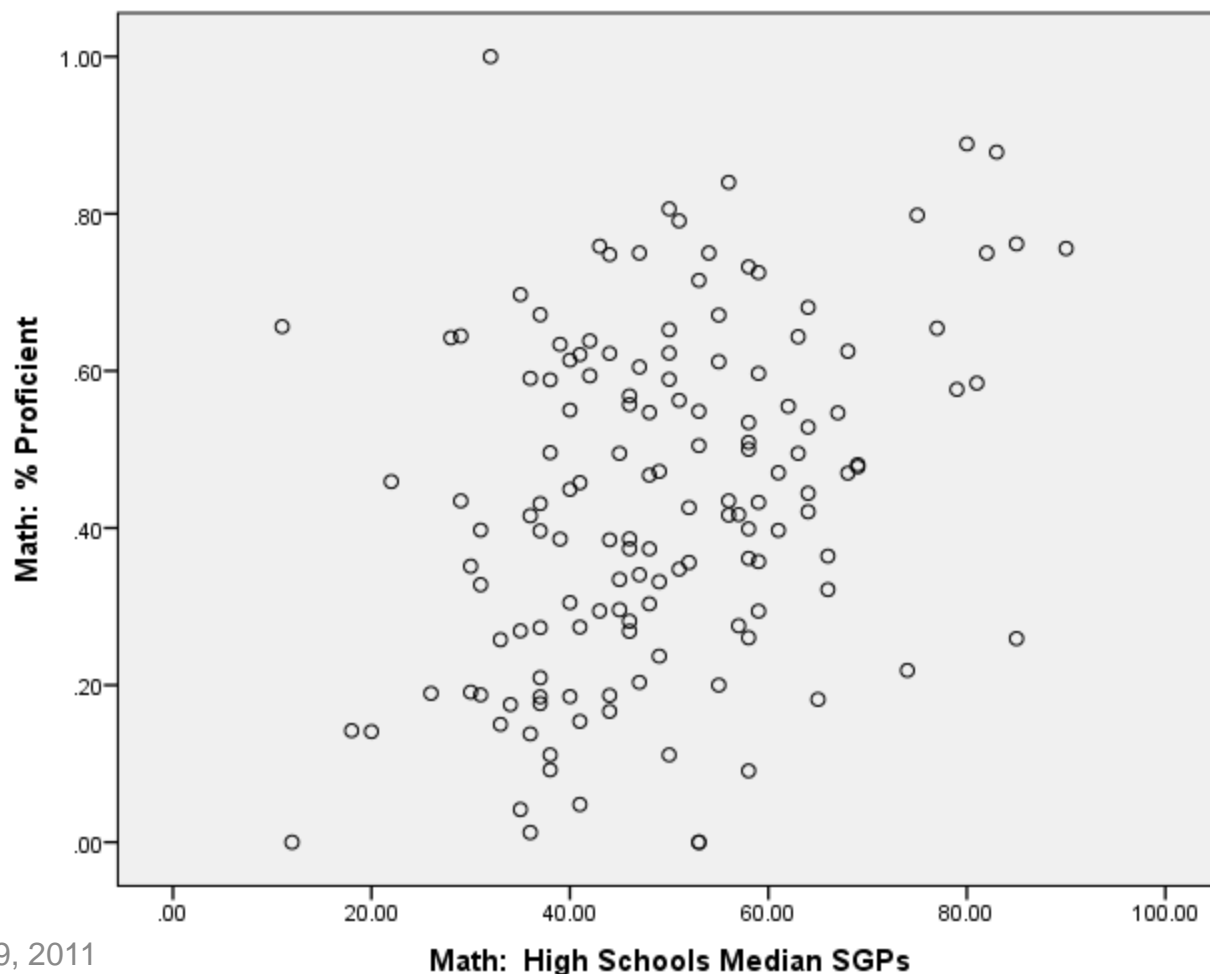# High Schools: Relationship of Median SGPs and Status for ELA

High Schools: Relationship of Median SGPs and Status for Math

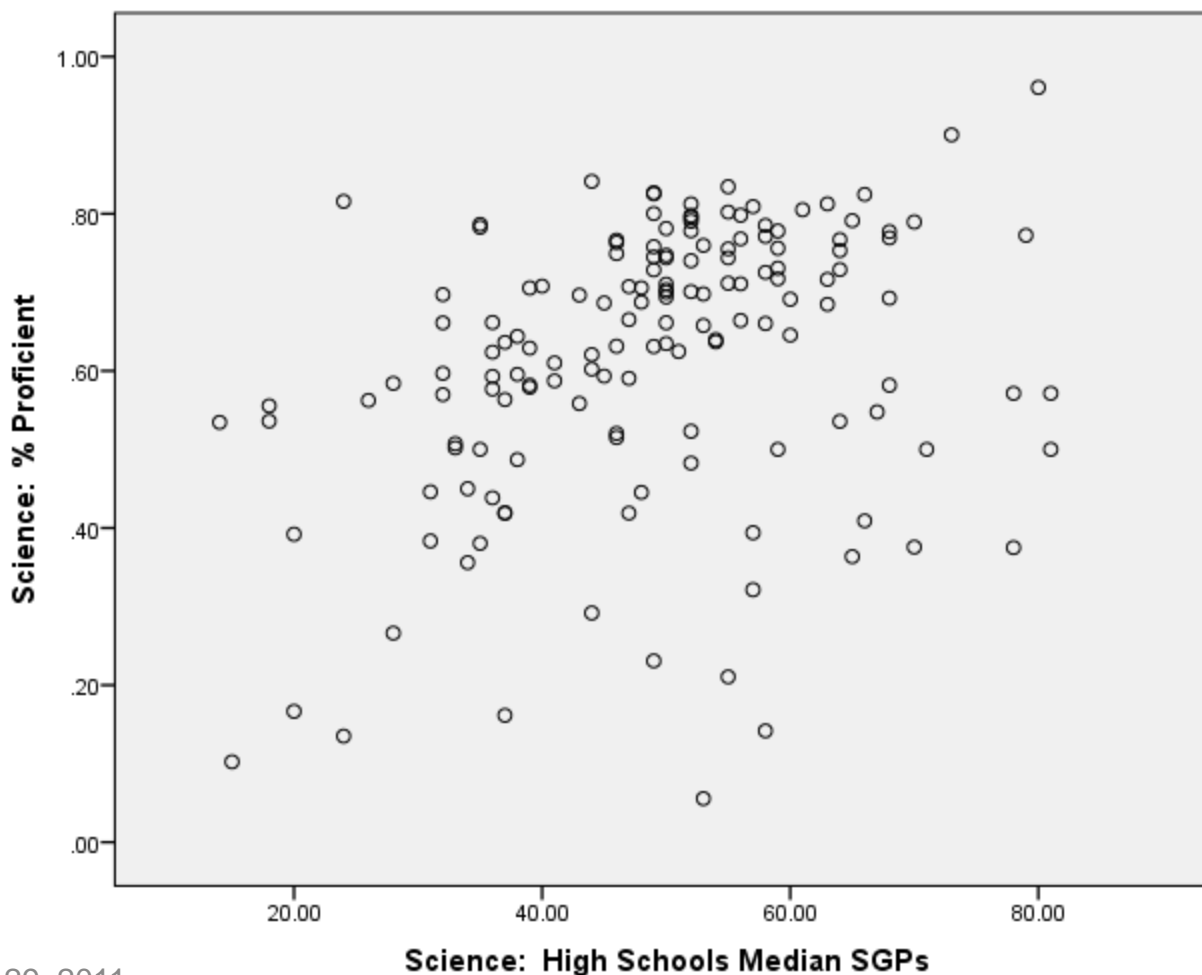# High Schools: Relationship of Median SGPs and Status for Science

Why use SGP?

- Determines growth based on multiple years of data for each student

- Similar to how NWEA calculates "growth targets" for students by comparing student growth to peers.

- Honors small amounts of growth

- Does not replicate proficiency

Why use SGP?

- Recognizes growth for the low and the high achieving student

- Growth percentiles are calculated for every student, but can be aggregated to the classroom, subgroup, school, district, and state.

- Can easily transition as the assessment system transitions.

What happens to each school?

Next Steps

- Committee will continue to meet to refine model
- October & November Board Meeting
  - Approve Grading Schools Framework
- November Interim Committee Meeting
  - Approve Grading Schools Framework

December - April

- Committee will continue to meet
  - Determine specific grade "cut scores"
  - Develop data visuals for students and schools
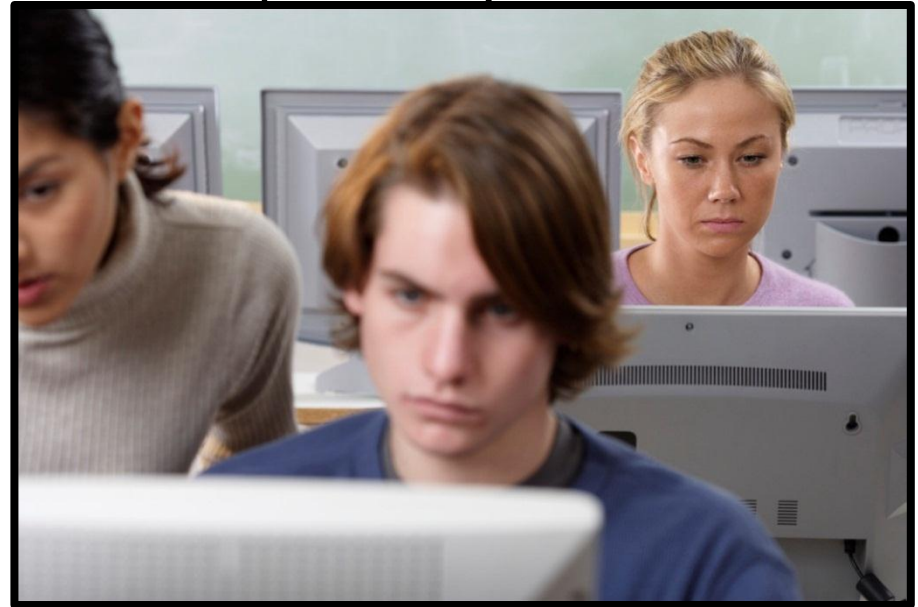 - Develop report card

36

Current Assessment System

Judy W. Park, Ed.D.
Associate Superintendent
Student Services and Federal Programs
Utah State Office of Education

Current Assessment System

- Criterion-Referenced Tests (CRTs) **and/or** Adaptive Testing
  - Language Arts
  - Math
  - Science
  - Grades 3 – 12

- Direct Writing Assessment
  - Grades 5 & 8

Current Assessment System

- Kindergarten Assessment
  - LEA determined Pre and post

- Benchmark Reading Assessment
  - DIBELS
  - Grades 1, 2 and 3
  - 2011/12 midpoint of year
  - 2012/13 beginning, midpoint, end
- 3rd grade Summative Reading Assessment
  - RFI

Current Assessment System

- College and Career Readiness Assessments
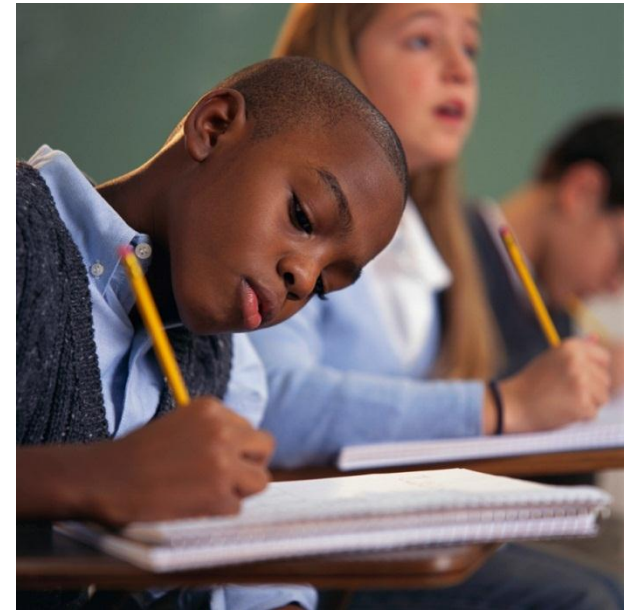 - High School Pilot
    - EXPLORE, PLAN, ACT
  - Potential Legislation
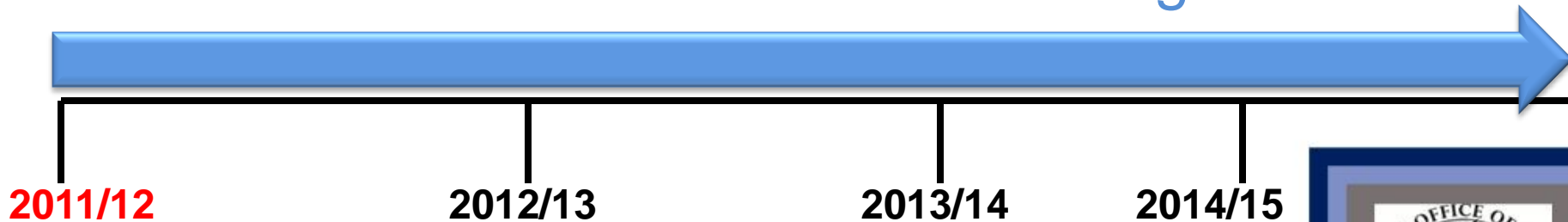 - UBSCT?

Current Assessment System

- UAA
  - Severe cognitive disability

- UALPA
  - ELL

- NAEP
  - Random selection of schools/students
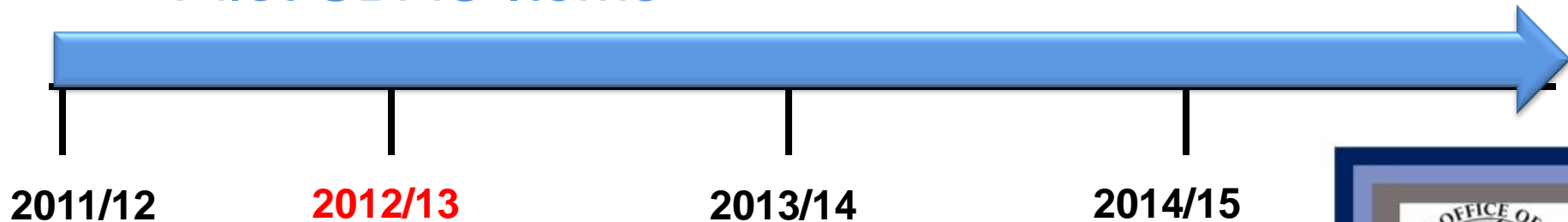
Timeline

- ## 2011/12
  - CRTs and/or Adaptive Testing
  - Direct Writing
  - Kindergarten
  - DIBELS midyear
  - 3rd grade summative reading – TBD
  - High School Pilot – EXPLORE, PLAN, ACT
  - UAA, UALPA, NAEP
  - SBAC Educator/Vendor Item Writing

2011/12   **2012/13**   **2013/14**   **2014/15**
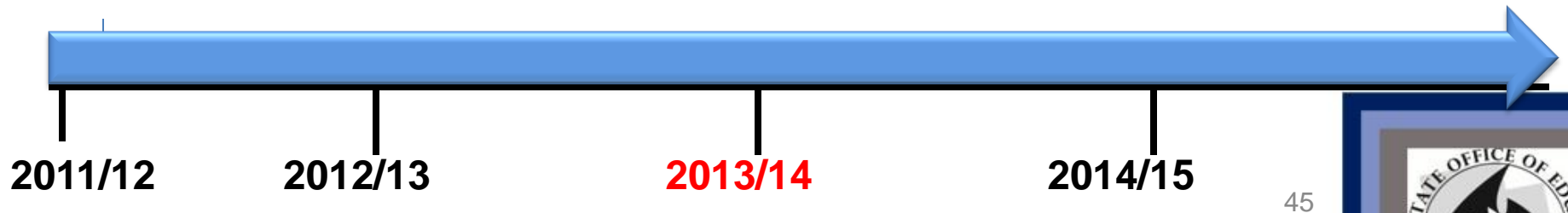
43

Timeline

- ## 2012/13
  - CRTs and/or Adaptive Testing
  - Direct Writing
  - Kindergarten
  - DIBELS beginning, midyear, end of year
  - 3rd grade summative reading
  - College and Career Ready – pending legislation
  - UAA, UALPA, NAEP
  - SBAC Educator/Vendor Item Writing
  - Pilot SBAC Items

**2011/12** **2012/13** **2013/14** **2014/15**

44

Timeline

- **2013/14** – SBAC Field testing
  - SBAC Summative Test
  - SBAC Interim Tests
  - SBAC Formative Tools & Processes
  - CAT engine
  - Adaptive Algorithms
  - Scoring & Reporting Systems
- **2013/14** - Accountability
  - Request waiver from USED for lang. arts & math

**2011/12**   **2012/13**   **2013/14**   **2014/15**

45

Timeline

- ## 2013/14
  - CRTs and/or Adaptive Testing?
  - Science CRTs
  - Direct Writing
  - Kindergarten
  - DIBELS beginning, mid, end of year
  - 3rd grade summative reading
  - College and Career Ready – pending legislation
  - UAA, UALPA, NAEP

2011/12   **2012/13**   **2013/14**   **2014/15**

46
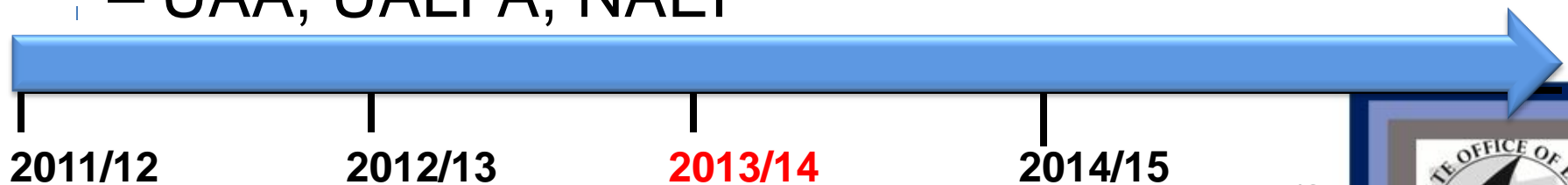
Timeline

- **2014/15**
  - New SBAC system is operational
  - Replaces
    - Language arts and math CRTs and/or Adaptive Testing
    - Direct Writing?
    - 3rd grade summative reading?
    - College and Career Ready?
    - NAEP?
  - Science CRTs
  - Kindergarten
  - DIBELS beginning, midyear, end of year
  - New UAA, New ELL

2011/12   **2012/13**   **2013/14**   **2014/15**
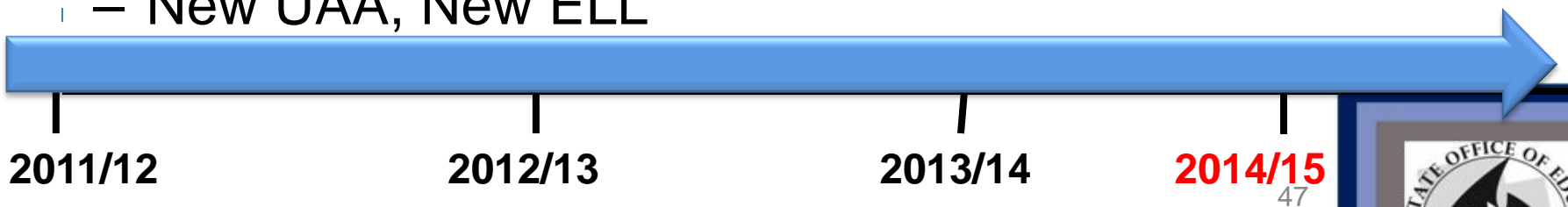
Timeline

- ## SBAC - Beyond
  - ### State Chief Task Force
  - ### Foundation Support
    #### Student Growth Percentile

2011/12   **2012/13**   **2013/14**   **2014/15**   **2016/17**   **2015/16**   **2017/18**

48
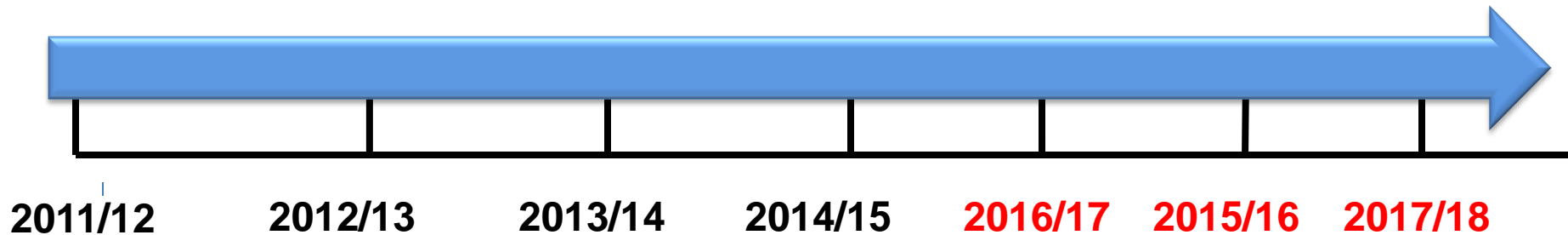
AMAO

John Jesse

Assessment & Accountability Director

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6th Grade Math

Kevin King
Development Coordinator
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Math 6 Existing Core Form

- Test same length as in 2011
  - 70 items (58 operational)
- Only Existing Core Items
- Reporting:
  - Scaled score
  - Proficiency level
  - Standards information on Existing Core

Math 6 Common Core Form

- Test same length as in 2011
- Existing Core and Common Core Items
- Reporting:
  - Scaled score
  - Proficiency level
  - Overall information on Existing Core
  - Overall information on Common Core
    - Possibly by domain

Math 6 Common Core Form Details

- Test Make Up for Proficiency Determination
  - 38 Items from current (non-CCSS aligned) bank
    - Some items will be aligned only to existing core (appx. 28)
    - Some items will be aligned to both existing and common core (appx. 10)
  - 20 Items will be Common Core aligned only
- Pilot/non-operational items
  - 12 items for test development purposes
  - i.e., equating and development purposes